

Teen Respect of Self & Others Workbook

Facilitator Reproducible
Self-Assessments, Exercises
& Educational Handouts

John J. Liptak, EdD
Ester A. Leutenberg

Illustrated by
Amy L. Brodsky, LISW-S



Whole Person

210 West Michigan Street
Duluth, MN 55802-1908

800-247-6789

books@wholeperson.com
www.wholeperson.com

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Facilitator Reproducible Self-Assessments,
Exercises & Educational Handouts

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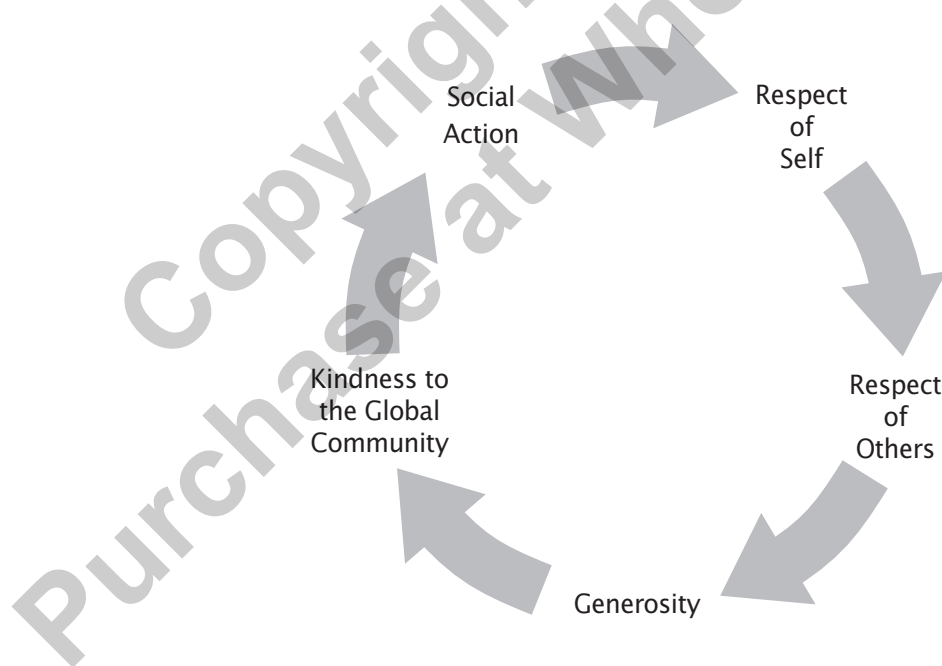
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Using This Book *(For the professional)*

Respect comes in three forms — respect for self, respect for others and respect for community and environment. Although these three forms of respect may not appear to be connected, they are interconnected in several ways:

- For people to show respect to other people, animals, nature, environment and the global community, they must have deep respect for themselves. Without respect for self, it becomes difficult to empathize with the plight of others.
- People are constantly attempting to balance their self-interests and the interests of others.
- A basic human value that individuals strive for is social interest, or the concern and respect for other people in the world and commitment to build a better future for others. Showing social interest and respect is so important that many view it as an indicator of positive mental health and overall wellness. People with little social interest and lack of respect for others tend to be more self-centered and intolerant of others. On the other hand, people who are concerned about others and who want to help others are more likely to have greater life satisfaction, more positive mental health and a greater sense of overall wellness. They are able to develop feelings of happiness and success because they feel pleasure in being respectful and therefore, they experience a sense of social connectedness.

Following is a model that describes the “respecting self and others” cycle of wellness:



By being concerned about others, people experience a greater sense of generosity, contribute to the well-being of others, and find joy in their sense of social interest. This social interest then propels people to be more respectful in the workplace, kinder to the universe, and more apt to be interested in social justice. Whether service to the community (or world) is found through formal organizations or through informal involvement in social issues, people are able to find their own place in the world.

(Continued on the next page)

Using This Book *(For the professional, continued)*

The *Teen Respect of Self and Others Workbook* contains five separate sections to help participants learn more about themselves, the skills they possess and those they need to learn to be of service to other people and make contributions to the welfare of others. Participants will learn about the importance of these skills in the development of personal and professional success.

The sections of this book are:

- 1) **SELF-RESPECT SCALE** helps individuals identify their own level of self-respect by exploring their self-confidence, self-efficacy, self-acceptance and self-love.
- 2) **RESPECT OF OTHERS SCALE** helps individuals identify how respectful they are to other people through their courtesy, caring, tolerance, trust and respect levels.
- 3) **GENEROSITY SCALE** helps individuals identify and explore their level of generosity with their time, talents and resources.
- 4) **KINDNESS TO THE GLOBAL COMMUNITY** helps individuals explore how kind and respectful they are in trying to preserve the environment and by focusing on the universe, energy, nature and kind-to-self lifestyle. See Team Suggestion on page 85.
- 5) **SOCIAL ACTION SCALE** helps individuals identify their altruistic-level and to identify ways to be of service to others in the community by concerning themselves with positive views of others, welfare of others, sense of community and social support.

These sections serve as avenues for individual self-reflection, as well as for group experiences revolving around identified topics of importance. Each assessment includes directions for easy administration, scoring and interpretation. Each section includes exploratory activities, reflective journaling activities and educational handouts to help participants discover their habitual effective and ineffective relationship skills and provides instruction for enhancing their most critical partner-relationship weaknesses.

The art of self-reflection goes back many centuries and is rooted in many of the world's greatest spiritual and philosophical traditions. Socrates, the ancient Greek philosopher, was known to walk the streets engaging the people he met in philosophical reflection and dialogue. He felt that this type of activity was so important in life that he went so far as to proclaim, "The unexamined life is not worth living!" The unexamined life is one in which the same routine is continually repeated without ever thinking about its meaning to one's life and how this life really could be lived. However, a structured reflection and examination of beliefs, assumptions, characteristics, and patterns can provide a better understanding, which can lead to a more satisfying life. A greater level of self-understanding about important life skills is often necessary to make positive, self-directed changes in the negative patterns that keep repeating. The assessments and exercises in this book can help promote this self-understanding. Through involvement in the in-depth activities, the participant claims ownership in the development of positive patterns.

Journaling is an extremely powerful tool for enhancing self-discovery, learning, transcending traditional problems, breaking ineffective life habits, and helping to heal from psychological traumas of the past. From a physical point of view, writing reduces stress and lowers muscle tension, blood pressure and heart rate levels. Psychologically, writing reduces sadness, depression and general anxiety, and leads to a greater level of life satisfaction and optimism. Behaviorally, writing leads to enhanced social skills, emotional intelligence and creativity. It also leads to improved relationship skills which lead to more self-confidence in intimate relationships.

(Continued on the next page)

Using This Book *(For the professional, continued)*

By combining reflective assessment and journaling, participants will be exposed to a powerful method of combining verbalizing and writing to reflect on and solve problems. Participants will become more aware of their outlook in life, the joys and satisfaction they are currently experiencing, and ways of enhancing their life satisfaction.

Preparation for using the assessments and activities in this book is important. The authors suggest that prior to administering any of the assessments in this book, you complete them yourself. This will familiarize you with the format of the assessments, the scoring directions, the interpretation guides and the journaling activities, although the assessments are designed to be self-administered, scored and interpreted. This familiarity will help prepare facilitators to answer questions about the assessments for participants.

About the Assessments, Journaling Activities and Educational Handouts

The Assessments, Journaling Activities, and Educational Handouts in the *Teen Respect of Self and Others Workbook* are reproducible and ready to be photocopied for participants' use. Assessments contained in this book focus on self-reported ideas, beliefs and experiences from the participants. Accuracy and usefulness of the information provided depends on the truthful information that each participant provides through self-examination. By being honest, participants help themselves to learn about unproductive and ineffective friendship patterns, and to uncover information that might be keeping them from being as happy and/or as successful in relationships as they might be.

Advise the teens using the assessments they should not spend too much time trying to analyze the content of the questions; their initial response will most likely be true. Regardless of individual scores, encourage participants to write and talk about their findings and their feelings pertaining to what they have discovered about themselves. Exploring teen respect exercises will be helpful to the teens now and as they mature into adulthood.

USE CODES FOR CONFIDENTIALITY

Confidentiality is a term for any action that preserves the privacy of other people. Because the teens completing the activities in this workbook will be asked to answer assessment items and to journal about people in their lives, you will need to discuss confidentiality before you begin using the materials in this workbook. Maintaining confidentiality is important as it shows respect for others and allows the participants to explore their feelings without hurting anyone's feelings or fearing gossip, harm or retribution.

In order to maintain confidentiality, explain to the participants that they need to assign a code name for each person they write about as they complete the various activities in the workbook. For example, a person they know might have a relative who has blond hair might be titled HBH (Has Blonde Hair) for a particular exercise. In order to protect their identities, they may not use people's actual names or initials – just codes.

Layout of the Book

This Book Includes:

- ❑ **Assessment Instruments** – Self-assessment inventories with scoring directions and interpretation materials. Group facilitators can choose one or more of the activities relevant to their participants.
- ❑ **Activity Handouts** – Practical questions and activities that prompt self-reflection and promote self-understanding. These questions and activities foster introspection and promote pro-social behaviors.
- ❑ **Quotations** – Quotations are used in each section to provide insight and promote self-reflection. Participants will be asked to select one or more of the quotations and journal about what the quotations mean to them.
- ❑ **Reflective Questions for Journaling** – Self-exploration activities and journaling exercises specific to each assessment to enhance self-discovery, learning, and healing.
- ❑ **Educational Handouts** – Handouts designed to enhance instruction can be used individually or in groups. They can be distributed, converted into masters for overheads or transparencies, projected or written down on a board and discussed.

Who Should Use This Program?

This book has been designed as a practical tool for helping professional therapists, counselors, marriage and family therapists, psychologists, teachers, group leaders, etc. Depending on the role of the professional using the *Teen Respecting Yourself and Others Workbook* and the specific group's needs, these sections can be used individually, combined, or implemented as part of an integrated curriculum for a more comprehensive approach.

Why Use Self-Assessments?

Self-assessments are important in teaching various life skills. Participants will . . .

- Become aware of the primary motivators that guide behavior.
- Explore and learn to identify potentially harmful situations.
- Explore the effects of messages received in childhood.
- Gain insight that will guide behavioral change.
- Focus their thinking on behavioral goals for change.
- Uncover resources they possess that can help to cope with problems and difficulties.
- Explore their personal characteristics without judgment.
- Develop full awareness of personal strengths and weaknesses.

Because the assessments are presented in a straightforward and easy-to-use format, individuals can self-administer, score and interpret each assessment at their own pace.

Thanks to the following whose input in this book has been so valuable!

Amy L. Brodsky, LISW-S

Carol Butler, MS Ed, RN, C

Kathy Liptak, Ed.D.

Kathy A. Khalsa, MAJS, OTR/L

Eileen Regen, M.Ed., CJE

Jay Leutenberg

Lucy Ritzic, OTR/L

Introduction *(For the participant)*

You often hear that you need to be kind to other people, animals and the universe. Before you can do that, you must be kind to yourself. You need to be yourself and recognize that you are human, find ways to be patient with yourself and forgive yourself. Remember that respect is a two-way street that begins with your ability to respect yourself and then transfer that respect to other people, environment, animals and the global community. To live effectively, you must blend personal motivation and commitment with social commitment and the concern for the well-being and welfare of other people, animals and nature.

Your experiences can have a profound effect on the welfare of others. It can be very easy to respect yourself and work toward your own self-interest; however, respecting and helping others can be a little more challenging. Respecting others suggests it is possible to balance self-interest with respect and concern for others. This workbook is designed to help you look at your level of respect for others and to provide activities to help you to further develop your concern and commitment to others.

Interestingly, all of the research indicates that there are multiple effects when people show respect for others — to the other people, the universe and you. People who help others and show respect and social interest have greater personal and life satisfaction, as well as greater well-being. When you show respect, both you and others will benefit. Social interest has been shown to provide individuals with these feelings:

- purpose and meaning in life
- an inner sense of benevolence
- satisfaction
- pride
- a sense of wellness and decreased stress
- a greater sense of responsibility

You can use this workbook to help you develop the skills and attitudes needed to be more respectful. You will be encouraged throughout the workbook to complete assessments, journaling activities, and exercises. Because active involvement and doing is as important as theories, it is critical that you work hard and take the time to complete all of the skill-building exercises.

IMPORTANT — You will be asked to respond to assessment items and journal about various people in your life. Everyone has the right to confidentiality, and you need to honor the right to privacy of others. Think about it this way — you would not want someone writing things about you that other people could read about. The people in your life feel this way also. Do not use people's actual names when you are listing anyone.

In order to maintain the confidentiality of people you know, assign them code names based on things you know about them. For example, a friend who loves chocolate might have the code of HLC (He Loves Chocolate).

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Identify the Cause of Your Lack of Self-Confidence

It is important to identify where and why you feel a lack of self-confidence. In the table below, identify some of the reasons you feel vulnerable or not as good as other people.

	Reasons I Feel Self-Confident	Reasons I Lack Self-Confidence
My Physical Appearance		
My Cultural, Religious, Spiritual, Ethic, Sexual and/or Gender Differences		
My Brain Power		
My School Success		
My Past		
My Family		
My Friends		
My Talents		
Other		